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ABSTRACT

A formative evaluation was conducted of the instructional television program "Alone vs. Lonely," from "On the Level," a series of 12 lessons designed to aid secondary school students in dealing with personal and social growth. The program is designed to teach that loneliness is normal and is felt by everyone, and to suggest some ways of coping with feelings of loneliness. A total of 171 students in 9 classrooms in the Cincinnati (Ohio) area viewed the program. Data collection methods included a student questionnaire, observation of students during viewing, discussion analyses, evaluator-led discussion, and a teacher questionnaire. Results revealed that teachers and students liked and understood the program, thought that the storyline and issues were relevant to teenagers, and were able to discuss the program issues comfortably. Students were attentive during viewing, were anxious to discuss the program, and discussions were student-dominated, with the program acting as a catalyst for discussion of students' own experiences and concerns. The teachers' discussion time focused on the program's messages, eliciting students' discussions of themselves, and the events and characters of the program itself. Appendices include data collection measures, instruments, and raw data from the teacher's guide comments and discussion profile graphs. (LMM)

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ON THE LEVEL is a project for secondary school students dealing with personal and social growth and includes twelve television/film lessons, twelve audio lessons and related print materials. Developed and produced under the supervision of AIT, the project was funded by a consortium of state and provincial education and television agencies, with additional support from the Corporation for Public Broadcasting, Exxon Education Foundation, The George Gund Foundation, and General Mills Foundation.

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Research Report 74

ON THE LEVEL
Formative Evaluation:
Alone vs. Lonely

June 1980

Agency for Instructional Television
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Bloomington, Indiana 47402

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PROGRAM OUTCOMES

Knowledge: Viewers should understand that:

Outcome 1. Loneliness is normal; it is felt by everybody.

Outcome 2. Some ways of coping with lonely feelings are:
a) accepting/confronting your feelings;
b) talking about your feelings with others;
c) using times when you feel lonely to do things you can enjoy.

SUMMARY

A total of 9 classrooms viewed Alone vs. Lonely. An analysis of the various teacher and student data reveals that teachers and students liked and understood the program, thought that storyline and issues were relevant to teenagers, and that both students and teachers were able to comfortably discuss the issues in the program. Also, both of the essential outcomes were clearly evident to the teachers and students.

The students in all classes were very attentive while viewing the program and seemed very anxious to discuss it. Unlike any other program in this series undergoing field testing as a rough-cut, the discussions were student-dominated, students accounted for almost 50% more of the total observations than teachers. The students focused on themselves almost as much as they did on the program. Clearly, the program acted as a catalyst for the students to talk about their own experiences and concerns; many students did so at length. The teachers' discussion time was focused on the program's messages, on eliciting students' discussions of themselves, and on the events and characters of the program itself.

SAMPLE

Grade	N	White	Minority	Ability	SES	Community
10th	82	77	5	below average/ above average	lower middle/ upper middle	suburban
11th	59	56	3	above average	middle/ upper middle	urban and suburban
12th	30	29	1	above average	middle/ lower middle	urban

Total N = 171

This evaluation took place at two township schools in the Cincinnati area. Obviously, the sample represents a basically white, middle-class, mid-western population. However, the primary purpose of our formative evaluation is to provide feedback to the production team. For this purpose the sample is considered adequate, although it probably is not representative of the multi-cultural composition of many of today's schools.

METHODOLOGY

Approximately one week prior to visiting classrooms, teachers were sent guides for the program which included a program summary, background information on the topic and suggestions for follow-up activities.

Before viewing the program, all classes were given a brief introductory talk about the project, the nature of rough cuts and their role as helpers in the evaluation process.

Instructional design and production concerns warranted different methods for collecting data:

a) Student Questionnaire

b) Student reactions during viewing

c) Discussion Analysis
   . Discussion Profile
   . Discussion Narrative

d) Evaluator-led discussion (held in classrooms which completed student questionnaires)

e) Teacher Questionnaire

See Appendix A for a complete description of data collection measures.

Following is a breakdown of the number of classrooms participating in each activity according to grade:

	Questionnaire	Discussion Profile
10th	3	1
11th	2	2
12th	1	1

RESULTS

Student Questionnaire

The following section of the report details the students' responses to the student questionnaire. In order to give a more thorough understanding of the overall student reaction to Alone vs. Loneliness, this section will be interspersed with student comments from the discussions.

General Appeal. When asked how much they liked the program, most of the students responded they "liked" it (68%) or "liked it very much" (10%). However, 21% of the students said they "disliked" the program and 1% said they "disliked it very much."

In discussion, most students said it was "OK" (from past evaluations this seems to be a typical response). Some students said they "liked it" or "it was good." No students in discussion, however, said they didn't like the program. This is interesting in light of the fact that 21% of

the questionnaire respondents said they disliked the program. One must assume the students are more likely to give negative feedback on an anonymous questionnaire than to give it directly in a discussion. Nonetheless, the majority of students indicated on both the questionnaire and in discussions that the program was appealing.

It should be mentioned here that, for us as evaluators, the ultimate indication of the success of this program was not its level of appeal to the students (which was fairly high), but rather the way they reacted to it in the discussions. The students had a lot to say in these discussions (more than the teachers, which is rare), and much of what they had to say was about themselves. This should become apparent throughout this report, particularly in the section on the Discussion Analysis (see Discussion Analysis, p. 8).

Relate to Characters. When asked if the way the teenagers in the program acted was typical of the way they or their friends acted 77% of the students responded "yes" (15% said "yes, very much," 62% said "yes, sort of"). However, 23% said "no" (17% "no, not lots" and 6% "no, not at all"). When asked if what happened to Ben was similar to what happens to them or to others they know, 35% said that what happened to Ben was similar to what happens to themselves. 31% said it's similar to what happens to their friends, 33% said it's similar to what happens to people in their family, 44% said it's similar to what happens to people they've heard about. Only 8% said it happens to people only in stories and only 2% said it happens to nobody (the students could check more than one response to this item). Thus, it appears that the students could relate to both the characters and situation of the program.

Importance of Topic. When the students were asked if the issues presented in this program were important to them, 20% said they were "very important" and 51% said they were "sort of important." However, 28% said they were "not too important" and 2% said they were "not at all important."

Discussions seem to indicate that indeed these issues are important to the students. For example, in one evaluator-led discussions the evaluator asked:

E: "Is loneliness an important issue?"

Student: "Ya, there is a lot of it."

E: "Does everybody feel it?" (Which is, incidentally, one of the essential outcomes)

Students: "Ya." Most of the class nodded "yes."

This, in conjunction with the percentage of time devoted to students' personal concerns in the teacher-led discussions, seems to indicate that the issues of the program were definitely important to the students.

Another indicator of the importance of the topic for the students is whether or not they are willing to talk about the program. As we have mentioned, our observations of the discussions certainly indicate they were willing to discuss the topic. Also, on the questionnaires 17% of the students indicated they would be "very willing" to discuss the topic and 62% indicated they would be "willing" to discuss it. Only 18% indicated they would be "unwilling" to discuss it.

Thus, the topic of this program seems to be important to high school students.

Character Perception. In order to determine how the students perceived the characters they were asked to circle the word from pairs of words which best described the characters throughout most of the program. The students

perceived Ben as insecure (92%), likable (85%), not understanding (85%), and liking company (100%). However, students were almost evenly divided on whether Ben liked himself or not with slightly more students (53%) saying he did like himself.

Neal's character throughout most of the program was perceived to be confident (93%), likable (81%), liking to be alone (96%) and liking himself (97%). However, only 58% of the students perceived Neal as understanding, while 41% perceived him as not understanding.

Grandpa was perceived to be likeable (94%), understanding (77%), liking to be alone (83%) and liking himself (97%). Students were more divided, however, on whether grandpa was lonely or not; 58% of the students perceived him as not lonely, while 42% perceived him as lonely. This disagreement over Grandpa's loneliness provided an interesting topic for the discussions.

Comprehension. The students were asked the main cause of Ben's loneliness. A majority of students (67%) responded correctly "he doesn't know how to spend time alone," while 26% thought he was lonely because "he can't be with his friends."

In order to find out whether students thought Ben would change his way of coping with loneliness they were asked what Ben would do at the end. While all alternatives were possible answers, only one, "go back to the farm and go fishing," was an activity he would do alone. The highest percentage of students (47%) chose this answer, indicating they perceived Ben beginning to cope with his loneliness differently. The second most frequent response was "call his friends to come and visit him" (28%) and the third most frequent response was "wait until grandpa leaves, then get gas and go to town" (16%).

Thus, it appears that most of the students had an understanding of the program. This should not be surprising as the program is fairly straightforward, with few subtleties.

Differences According to Grade Level. Based on the Chi Square test, there were significant differences (at the .05 level) between grades on three questions. Tenth graders were more divided on whether they perceived grandpa as insecure (52%) or confident (48%), whereas 11th (66%) and 12th graders (81%) saw him as "confident." Although this difference does not suggest a need for any changes in the program, it is interesting in that it is contrary to what we would have predicted. One would assume that the younger students (10th graders) would tend to perceive grandpa as confident. Yet more than half of the tenth graders (52%) characterized him as insecure.

While the majority of all grades thought the cause of Ben's loneliness was "not knowing how to spend time alone," 36% of the 10th graders and none of the 12th graders marked "not being with his friends" as the cause. This may indicate that younger students place more value on being with friends as a way of coping with loneliness. Again, this difference does not suggest a need for any changes in the program, but is interesting to note.

A greater percentage of 12th graders (69%) felt they did not learn very much from this program than did 10th graders (28%) or 11th graders (11%). It is not unusual for 12th graders to feel that they did not learn very much from a program, since many seem to be at a "we know it all" stage in life, particularly as they near graduation (these seniors were in their last week). It is perplexing, however, that more than twice as many tenth graders (28%) as eleventh graders (11%) felt they did not learn very much. Once again, although interesting, these differences do not suggest a need for any changes in the program.

Essential Outcomes. To check on outcome visibility, students were asked what three important things the program wanted them to learn. All three objectives were visible to the students; "Loneliness is normal and felt by everybody (78%), "Talking about loneliness with others is one way of coping with it" (62%), and "You can use times when you feel lonely to do things you enjoy doing alone" (84%).

At this point we have demonstrated that most of the students liked the program, correctly perceived the characters and related to their situation, understood the program and the essential outcomes, and felt the topic was important to them. Now, an interesting question to pose is: Did they learn anything new from watching the program? When asked this question on the questionnaire, over half of the students (55%) felt they had learned something new (47% said "yes, sort of," while 8% said "yes, a lot). The remaining students said they learned "not a lot" (32%) or "nothing" (13%). Compared to other programs in this series, the percentage of students (55%) who felt they learned something new from this program is high. For example, for Changing Family Relationships only 20% felt they had learned anything, whereas 42% felt they had learned nothing. For the Coping With Stress program, 50% felt they had learned something, but 25% felt they had learned nothing. Thus, a relatively high percentage of students felt they had learned something new from watching this program.

The students were also asked if people who can enjoy being by themselves get lonely also (which is a variation of the first essential outcome; loneliness is normal and felt by everybody). Most students (76%) felt that even people who can enjoy being by themselves get lonely. Hence, one sees that most of these students feel that loneliness is a pervasive phenomenon. Perhaps this can help to explain why the discussions were student-dominated

and student-focused. After briefly discussing the students' reactions while viewing the program, we will turn to a detailed look at these teacher-led discussions.

Student Reactions During Viewing

The students were generally attentive throughout viewing of the program. Stirring in their seats and other signs of inattention were observed only during transitional scenes of the program. These included the beginning of the scene in which Ben wakes up and the beginning of the scene in which Ben's mother comes to his room to talk with him. The addition of music and other sound effects should enhance the effectiveness of these transitions. The students were most attentive during both the scene in which Neal and Ben are fishing and the scene showing Ben's confrontation with Grandpa.

Due to scheduling problems, classes had to be combined during two of the viewings. One of these included 48 tenth grade students watching the program in an average-sized classroom, with students sprawled in every corner of the room. Even under these most difficult and distracting viewing conditions, the students were attentive to the program. Thus, even without music, the program was able to capture and hold the attention of students.

DISCUSSION ANALYSIS

Discussion Profile

For the four teacher-led discussions which were observed, the discussions ranged from 17-25 minutes and averaged more than 21 minutes in duration.

The Discussion Profile data indicate the students dominated the discussions and much of what they had to say was about themselves. The students' dominance of the discussions is illustrated by the ratio (total

observations across all classes) of student comments to teacher comments:

Students 164/ Teachers 107

Thus, students are talking 50% more than teachers, which is unprecedented for this series. Additionally, almost as much of their discussion time is focused on themselves as it is on the program (program = 31% of total student observations, self = 27% of total).

Another indication of the students' personal reaction to this program is the reduced frequency of comments about others. In previous programs students seemed to avoid talking about themselves by talking about others, depersonalizing the issues. For this program, the students' comments about others account for the smallest percentage of total observations (only 6%).

For teachers, the highest frequency of comments were about the program (31%), alternative behaviors (23%), and themselves (22%). The high proportion of teacher comments concerning alternative behaviors is interesting. Seemingly, as the students focused on the loneliness in the program and on their own feelings of loneliness, the teachers increasingly focused on alternatives to this behavior.

Thus, the program served not only as a stimulus for discussion of the storyline and message, but also as an excellent vehicle for students to discuss their personal feelings concerning loneliness. The program also provided teachers the opportunity to suggest alternative ways of dealing with feelings of loneliness.

Let us now turn to a summary of the content of these discussions.

Discussion Narratives

Teacher-led discussions were observed in four classrooms. The discussions were lively with students actively initiating discussion topics. This program

seemed to act as a catalyst for the students to talk about their own experiences and concerns, which many students did at length.

It should be mentioned that, due to scheduling problems, two of the four discussions had to be held in classes in which this type of program and discussion is very atypical. One of these was a math class and the other was a chemistry class. With this in mind, the fact that these particular discussions were interesting and lively is further evidence of the success of this program.

Although the dynamics of each classroom produced unique discussions, several topics and themes consistently appeared in the classes. These will be summarized below:

- The teacher asked for <u>reactions to the program</u>:

  "It was interesting"

  "It moved kinda slow"

  Another student agreed, "It's kinds slow in parts, but I think music will help to smooth the transition."

  Several students mentioned something about music: "I think if music was in the first scene it would move better."

  "It was good."

- In discussing their reactions, students talked about <u>the ending</u>:

  A couple of students (and 1 teacher) said, "It was strange that he ran out of gas right there."

  A couple of students said, "It ended abruptly with no definite conclusions." However, one student observed, "It's supposed to be like that - for discussion."

- Much of the student reaction to the program centered on the characters, particularly Ben.

  <u>Ben</u>

  "I'd like to see what his life was like before he moved there."

  "Ben was self-centered."

  "He pitied himself because he was alone so he didn't go out and find something."

"He could have treated grandpa nicer."

"Ben thought no one was there to listen."

"I thought he might have resented moving to the country."

"He's not adapted to country life."

"I don't think he had a high opinion of himself."

"Every time he went to talk to his family they put him off."

"You never know, he might learn from this."

"He took everything so negatively. That was his problem."

"He didn't go out and find things. He wanted things to find him."

"I don't think he was lonely, just bored. He was in a new place."

"But you have to adjust to your situation."

- The teacher asked for the <u>message</u> of the program:

"You're always going to be alone at some time, so you have to find things to do."

"I think it's just learning to deal with yourself, not finding something to do."

"When you're lonely, you should find things to do."

"You can feel lonely in a crowd too."

"It's all a part of living. You're gonna be alone and bored sometimes."

"It's good to know other people feel lonely."

- The teacher asked if people in cities get lonely too.

"Too much of a good thing can be boring too, like in a city."

"Sometimes in a city you can just watch people go by and it's interesting."

"Even in a city, when there are things to do, I don't want to do them by myself. I want to have someone with me."

"Ya, you think people are looking at you." (If you're by yourself)

- The students discussed the positive aspects of being alone.

"Alone is good time to make decisions--I go out and run."

"I like to be alone sometimes--It gives me time to think."

"My dad, he has a lot of opinions. But they're not the same as mine so I have to go off and make my own decisions."

- The students discussed talking with a friend as a way of coping with loneliness (which is one of the essential outcomes).

"I don't keep problems to myself--I find a friend."

"A friend is somebody you can talk your problems over with."

"With my mom, I can tell her problems but she tells me hers too. It has to be a 2-way street--the same with a friend."

"On the basis of my definition of a friend, I only have one."

- The teacher asked for additional ways of dealing with loneliness:

"Sleep"

"Watch TV"

"Drink"

"Take drugs"

"If you're lonely and drink, you get depressed"

"Talk on the phone"

"Listen to music"

"Eat"

- At one point, a teacher asked for "good things, instead of drinking."

"Read"

"Watch TV"

"Talk to someone"

"Clean up your room"

"Get a hobby"

In addition to the above topics, this program elicited many personal reactions from the students, in which students discussed their own lives, problems, and techniques for coping with loneliness and/or boredom.

"Even when my parents are home, I'm alone because they aren't talking to me."

"If I'm home alone it feels like the house closes in on me. It's just me and the TV."

"I'm hungry when I'm by myself."

"I don't expect advice from friends; I just want them to listen."

"When I'm alone, I like it... sometimes."

"I spend a week with my grandma and I get bored."

"I like to go in the woods by myself."

"I don't keep problems to myself--I find a friend."

Evaluator-Led Discussions

In classes which completed questionnaires, one of the evaluators led discussions with the students after completion of the questionnaires. The purpose of these discussions was to follow-up on any particular areas of concern and to elicit detailed responses to questionnaire items.

- The evaluator asked if any parts were confusing.

  "Grandpa never questioned how Ben got the the cemetary in the end."

- Since Ben referred to Neal as a "hermit" and Grandpa as a "lone-wolf," we were curious about the students' perceptions of these characters. The students made the following comments about Neal and Grandpa.

  Neal

  "He was a country boy, he didn't mind being alone."

  "He wasn't very understanding."

  "He was at the opposite extreme of Ben."

  "There are people like that."

  Grandpa

  "He was at the point in his life where he was supposed to be like that--he wasn't alone at all."

- The evaluator asked for overall reactions to the program.

  "It was OK."

  "It would have been better if it was a full show."

  "It's supposed to be like that... for discussion."

"It was alright."

"I liked it because it was realistic."

- The evaluator asked if loneliness is an important issue.

  "Ya, there is a lot of it."

- The evaluator asked a class of seniors, on their final day of school, how this program comapred to other programs they had seen in high school.

  "They don't deal with your psychological being in health classes. They should."

  "They think all teenagers need to know about is sex and VD. This is much better than stuff we usually see in health class."

Thus, the evaluator-led discussions were used to further verify the information which was gathered through student questionnaires and observations of classroom discussions.

Teacher Questionnaire

Overall, nine teachers responded to the teacher questionnaire on the Alone vs. Loneliness program.

The outcomes for this program are:

1. Loneliness is normal; it is felt by everybody.
2. Some ways of coping with lonely feelings are:
   a. Accepting/confronting your feelings.
   b. Talking about your feelings with others.
   c. Using times when you feel lonely to do things you can enjoy alone.

Most of the teachers (6) rated Outcome #1 as "very evident." Two teachers rated this outcome as "evident." The other teacher did not respond to this item. Outcome #2A was rated as "very evident" (2) or "evident," while two teachers did not respond to this item. Most of the teachers (5) rated

Outcome 2B as "very evident." The remaining two teachers rated this outcome as "evident." Also, Outcome 2C was rated as "very evident" by most of the teachars (5), with the remaining two teachers rating it "evident" (one teacher did not respond to these items, therefore, the above numbers do not total 9). Thus, the essential outcomes were clearly evident to the teachers.

The majority of teachers (5) liked this program "very much," while the remaining teachers (4) "liked" the program. All nine teachers thought the program was "appealing" to their students, with three of these teachers indicating they thought it was "very appealing." All nine teachers thought the storyline of the program was "relevant" to their students, with four of these teachers indicating they thought it was "very relevant." Also, most of the teachers (8) thought the issues presented in the program were "very relevant" to their students, while the remaining teacher thought the issues were "somewhat relevant" to his/her students. Also, most of the teachers felt their students understood the meaning of the program (2 said they "clearly understood" it, while 6 said they "understood it pretty well"). The remaining teacher felt his students "had a vague understanding" of the meaning of the program (this teacher classified the ability level of his class as "below average"). Thus, the teacher questionnaire results indicate that the teachers liked the program and also thought it was appealing to their students. Teachers also thought the program was very relevant to the students and most thought their students understood the program. These are very positive findings and are quite consistent with the overwhelming positive impact which we observed in the classroom discussions (see Discussion Analysis, p. 8).

One of the most impressive aspects of the teacher questionnaire results from the preceding paragraph is that eight of the nine teachers (89%) felt the issues of this program to be "very relevant" to their students. Interestingly, however, only 19% of the students indicated on the student questionnaire that the program's issues were very important to them, while 27% felt they were "not too important." This is an intriguing discrepancy (assuming, of course, that the terms "relevance" and "importance" are synonymous in the minds of the respondents) which could lead one to hypothesize that perhaps the teachers over-estimated the relevance (importance) of these issues to their students. Yet, our observations of the discussions (see Discussion Analysis, p. 8) indicate that this is not the case. The issues seemed to be very important and relevant to the students. The students dominated the discussions, with much of the discussion focusing on their own experiences. Thus, after a careful analysis of all data sources, we concluded that the estimate by 89% of the teachers that the issues of this program are "very relevant" to their students is accurate. The issues of the program seemed very much on the students' minds and the program itself was successful at eliciting their reactions, which were often very personal reactions.

Continuing, most of the teachers (5) said they thought it was "very easy" to discuss the issues presented in the program, while 3 teachers said they thought it was "easy" to discuss these issues. There was 1 teacher who thought it was "somewhat difficult" to discuss these issues. However, all teachers thought the program itself made it easier to discuss these issues (5 said "much easier," 2 said "somewhat easier"). Remember that the teachers thought the issues of the program were very relevant to their students. However, the teachers said they deal with the topic of lonelienss never (4), rarely (3), or occasionally (2). Thus, this program should make

an important contribution to the educational program of secondary schools by providing a vehicle for teachers to discuss this most important issue with their students, which they rarely have an opportunity to do now.

When asked how often they use video programs in their classrooms, 2 teachers said "frequently" (once every 2 weeks or more), 4 teachers said "occasionally" (once a month), 2 teachers said "rarely" (once or twice a semester), and 1 teacher said "never." It is encouraging to report that 5 teachers said they would be willing to use the ON THE LEVEL series, based on their impressions of this program. Three teachers said the program would not fit within their curriculum areas (math, chemistry, and history), while 1 teacher said it was impossible for him "to make a judgment about the entire series from only one program." Additionally, one teacher commented, "Yes, I would be willing to use this series--<u>especially with sociology</u>."

When asked if there were any portions of the program that appeared to be inappropriate or educationally ineffective, six teachers responded "no." Three teachers responded:

"Quality of tape in production angle could be better."

"Coincidence of running out of gas <u>at</u> graveyard."

"Need to have high school students (in skating rink) acting like high school students."

When asked if there were any portions of the program that they found particulary useful or educationally effective, some teachers commented:

"The topic; the major and minor themes. Some character development."

"The contrast approach was very effectively used."

"The program was concise. The dialogue and photography were well coordinated."

"Areas dealing with ways kids fill their time. Don't know what to do with themselves unless someone leads them."

"Ben's view of loneliness as boredom."

"The older boy, Neal's, use of his time alone to meet his own needs and the relationship between generations was useful."

"I feel that all young people feel this crisis but few have the ability to respond."

Additionally, one teacher commented, "I think teachers need a good deal of preparation before beginning this program."

Thus, the data from the teacher questionnaires indicates that the program was very favorably received by the teachers. This conclusion receives additional support from our observations of the teacher-led discussions (see Discussion Analysis, p 8) and from our informal exchanges with these teachers after their classes. The program was very successful with these teachers.

EVALUATORS' CONCLUSIONS AND RECOMMENDATIONS

Our classroom experiences with Alone vs. Lonely were extremely positive. The students were very attentive to the program, even though the rough-cut version had no music. Student questionnaire data indicated that the students liked and understood the program and felt the issues were important to them. The teacher questionnaire data indicated that the essential outcomes were clear, the program was appealing, and the issues were relevant to their students. Another indicator of the program's success was the fact that five out of eight teachers said they would be willing to use the series, based on their impressions of the program. (The other three said it would not fit within their curriculum area.)

For us, however, the ultimate indicator of this program's success was our observations of the discussions. The discussions were lively and interesting with students not only dominating most discussions but also revealing themselves personally. The topic of loneliness seemed to be very much on students' minds and they were anxious to talk about it. Even

though it seemed to be a topic with which the students were very much concerned, most teachers indicated that they rarely discuss this topic. So, it seems the program acted as a catalyst for students to talk about a topic which they were very concerned about, but rarely get an opportunity to deal with in school.

Based on our analysis of the various data, the program Alone vs. Lonely was very successful with both teachers and students. Thus, we are recommending no changes be made in the program.

APPENDIX A:

DATA COLLECTION MEASURES

Appendix A

Data Collection Measures

Four different data collection measures were used in this study. Teacher Questionnaire, Discussion Profile & Narrative, Student Questionnaire, and Evaluator-led Discussion.

Teacher Questionnaire. The Teacher Questionnaire was designed to determine how much the teachers liked the program and the degree to which they thought the intended outcomes were evident in the program. Also, the teachers were asked for their perceptions of how much they thought their students liked the program and how well they thought their students understood the program. Some questions were also designed to assess the effectiveness of the teacher/leaders' guide.

Discussion Profile and Discussion Narrative. The Discussion Profile and the Discussion Narrative simultaneously assess the type, process, and content of the teacher-led discussion which follows the viewing of the program. The Discussion Profile was designed to assess the type and process of the discussion and classroom interaction which occurs following viewing. The Discussion Narrative was designed to record the actual content of the discussion.

For the Discussion Profile we were interested in six dimensions of the postviewing teacher-led discussions for both students and teachers:

Discussion Profile

(1) PROGRAM

Student	In discussion students make reference to the program storyline exclusively, including events, characters, and mood.
Teacher	Teachers direct questions (or comments) toward the storyline exclusively, including events, characters and mood.

(2) SELF

Student	Students talk about themselves and their experiences. They make statements that reveal their own feelings, values, beliefs, and experiences.
Teacher	Teachers direct questions (or comments) toward the students' feelings, values, beliefs, and experiences. (Also included in this category are teacher comments about him/herself.)

(3) OTHERS

Student Students talk about the feelings, values, beliefs, and experiences of others.

Teacher Teacher elicits statements from students about the feelings, values, beliefs, and experiences of others. (Also included are teacher comments about others.)

(4) MESSAGES

Student Students make statements about abstract principles/messages concerning the program concept(s).

Teacher Teacher directs questions or comments about the abstract principles/messages of the program (or states the messages him/herself).

(5) ALTERNATIVES

Student Students consider alternatives which relate to program events or program concepts. This includes alternative ways of thinking, feeling, and behaving.

Teacher Teachers direct questions or comments about alternatives which relate to program events or program concepts (or present alternatives themselves).

(6) PHYSICAL HEALTH

Student Students discuss physical health issues.

Teacher Teachers direct questions about physical health issues, or make physical health comments themselves

The observer scored the category that was the focus of each 30 second period. If two categories were equally discussed, both were scored. The Physical Health category was a separate category, consisting of an actual count of the number of physical health statements (0-3) in a thirty second period. The teachers and the students were scored separately.

At the same time as one observer coded the discussion on the Discussion Profile, one observer was recording minute-by-minute, as closely as possible, the content of the discussion. Thus, the Discussion Profile and Discussion Narrative could be used to verify each other.

Student Questionnaire. The Student Questionnaire was designed to assess various aspects of both the program's appeal and students' comprehension.

- Appeal: Do the students like the program?
- Comprehension of Storyline: Do the students understand the intent and circumstances of particular scenes which may be misinterpreted?
- Identification: Do the students identify with the characters in the program?
- Realism: Is the storyline (what happens to the characters) accepted as real by the audience?
- Perceptions of Characters: How do the students perceive the main characters in the program?
- Objectives: Do students understand the main ideas of the program, and the issues presented?
- Physical Health Implications: Do the students recognize the physical health implications of the program?

Evaluator-led Discussion/Narrative. In this method, an AIT evaluator conducts the discussion. This may be directly after viewing, after the teacher-led discussion, or after students fill out student questionnaires. In this type of discussion we are specifically interested in the appeal and comprehension of the program. The areas we explore may include any of the areas mentioned under student questionnaire.

APPENDIX B: INSTRUMENTS

Teacher Questionnaire

PROGRAM 6: "A Crowd of One" (ALONE VS. LONELY)

Grade Level (circle) 10 11 12

Teacher's Name _____

School _____ City _____

1. After viewing this program the viewers (teachers and students) should understand several concepts. Using the following key, please rate the degree to which each concept is evident from watching the program.

1 = very evident
2 = evident, but not emphasized
3 = only slightly evident
4 = not evident at all

__ Loneliness is normal; it is felt by everybody

Some ways of coping with lonely feelings are:
__ a) accepting/confronting your feelings;
__ b) talking about your feelings with others;
__ c) using times when you feel lonely to do things you can enjoy alone.

2. How much did you like the program?

__ liked it very much
__ liked it
__ disliked it
__ disliked it very much

3. Do you think this program was appealing to your students?

__ yes, very appealing
__ yes, somewhat appealing
__ no, not very appealing
__ no, very unappealing

4. Do you think the storyline was relevant to your students?

__ yes, very relevant
__ yes, somewhat relevant
__ no, not very relevant
__ no, irrelevant

5. Were the issues presented in this program relevant to your students?

__ yes, very relevant
__ yes, somewhat relevant
__ no, not very relevant
__ no, irrelevant

6. Do you feel your students understood the meaning of the program?

__ clearly understood it
__ understood it pretty well
__ had a vague understanding
__ did not understand it

7. In general do you think it is easy or difficult to discuss the issues presented in the program?

__ very easy
__ easy
__ somewhat difficult
__ very difficult

8. Did the program itself make it easier or more difficult to discuss these issues?

__ much easier
__ somewhat easier
__ made no difference
__ somewhat more difficult
__ much more difficult

9. During the school year have your students dealt with the topic of this program as part of the educational program of this school?

__ often
__ occasionally
__ rarely
__ never

10. How often do you use video programs in your classroom?

__ frequently (once every 2 weeks or more)
__ occasionally (once a month)
__ rarely (once or twice a semester)
__ never
__ do not have use of TV
__ other (please specify) _____

11. When completed, this program will eventually be one in a series of 12 such programs for high school students. Based on your impressions of this program, would you be willing to use the series with your classes?

__ Yes, I would be willing to use this series
__ No, this program would not fit within my curriculum area.
__ No, I didn't like the program
__ No, I don't think the program topic was handled effectively.
__ Other (please specify)

_____

_____

_____

12. Were there any portions of this program that appeared to be inappropriate or educationally ineffective? Please comment.

_____

_____

_____

13. Were there any portions of this program that you found particularly useful or educationally effective? Please comment.

_____

_____

_____

Teacher Guide Questions

1. Did the program summary provide enough information to prepare you for the television program?

__ yes, just enough
__ no, too little

other/comments: _____

_____

_____

2. Do you think the background information section should be included as part of the guide for this series?

__ yes, it was comprehensive and informative
__ no, it was too long and overwhelming
__ no, it is not necessary

other/comments: _____

_____

_____

3. Were the sample discussion questions useful for stimulating class discussion?

__ yes, they were useful
__ yes, but there should have been more
__ no, they did not stimulate discussion
__ no, I did not use these questions

other/comments: _____

_____

_____

4. Were the suggested pre-viewing activities useful to you and your students?

__ very useful
__ somewhat useful
__ not very useful
__ useless
__ did not use this section

5. Were the suggested post-viewing activities appropriate for this program?

__ yes, I would use these with my class
__ no, I wouldn't have time for these activities
__ no, I didn't like these activities

comments/suggestions: _____

_____

_____

6. Was the final activity, "Look at the Alternatives" (p. 10), appropriate for helping your students understand the program concepts?

__ yes, my students would benefit from this activity
__ no, I did not like this activity

comments/suggestions: _____

_____

_____

7. Are there any questions you would add?

__ yes
__ no

If yes, what are they? _____

_____

_____

8. Are there any questions you would delete?

__ yes
__ no

If yes, what are they? _____

_____

_____

9. Overall, how would you rate the Teacher Guide Materials?

__ excellent
__ good
__ adequate
__ less than adequate
__ poor

suggestions: _____

_____

_____

Student Questionnaire

Program #6: "A Crowd of One" (ALONE VS. LONELY)

(1-2) Grade Level (circle): 10 11 12

(3) Male ___ Female ___

Teacher's Name _____

(4) School _____ City _____

1. How much did you like the program?

___ liked it very much
___ liked it
(5) ___ disliked it
___ disliked it very much

2. Was the way the teenagers acted in this program typical of the way you and/or your friends act?

___ yes, very much
___ yes, sort of
(6) ___ no, not a lot
___ no, not at all

3. What happened to Ben in this program is similar to what happens to ... (check as many as apply)

(7) ___ me
(8) ___ my friends
(9) ___ people in my family
(10) ___ people I've heard about
(11) ___ people only in stories
(12) ___ nobody

4. How willing would you be to talk about this program in a class discussion?

___ very willing
___ willing
(13) ___ unwilling
___ very unwilling

- please turn page -

5. Please circle the word(s) in each pair that best describe Ben during most of the program. (You should have five circles.)

(14)	Ben (main character)	insecure	OR	confident
(15)		not likable	OR	likable
(16)		not understanding	OR	understanding
(17)		likes to be alone	OR	likes company
(18)		doesn't like himself	OR	likes himself

Please circle the word(s) in each pair that best describes Neal during most of the program. (You should have five circles.)

(19)	Neal (Ben's older brother)	insecure	OR	confident
(20)		not likable	OR	likable
(21)		not understanding	OR	understanding
(22)		likes to be alone	OR	likes company
(23)		doesn't like himself	OR	likes himself

Please circle the word(s) in each pair that best describes Grandpa during most of the program. (You should have five circles.)

(24)	Grandpa	lonely	OR	not lonely
(25)		not likable	OR	likable
(26)		not understanding	OR	understanding
(27)		likes to be alone	OR	likes company
(28)		doesn't like himself	OR	likes himself

- next page -

6. What is the main cause of Ben's loneliness? (check one)

___ he doesn't like himself
(29) ___ he can't be with his friends
___ his family won't spend time with him
___ he doesn't know how to spend time alone
___ he doesn't like living on a farm

7. Do people who can enjoy being by themselves ever feel lonely?

___ yes
(30) ___ no

8. At the end what do you think Ben will do? (check one)

___ call his friends to come visit him at the farm
___ wait until Grandpa leaves, then get gas and go to town
(31) ___ go back to the farm and go fishing
___ go back to the farm and ask Neal to go jogging
___ ask Grandpa to take him to town

9. The most important thing this program wanted me to learn was... (check only three).

(32) ___ if you don't have friends, you can become very lonely
___ it's better to feel lonely than to bother your family about it
(33) ___ loneliness is normal and felt by everybody
___ talking about your loneliness with others is one way of coping with it
___ if you show your loneliness people won't want to be around you
(34) ___ you can use times when you feel lonely to do things you enjoy doing alone

10. Are the issues presented in this program important to you? (check one)

___ yes, very important
___ yes, sort of important
(35) ___ no, not too important
___ no, not at all important

11. Did you learn anything new from watching this program?

___ yes, a lot
___ yes, sort of
(36) ___ no, not a lot
___ no, nothing at all

Thank You

DISCUSSION PROFILE SCORING SHEET

Evaluator _____
Date _____
School Name/Location _____
Program _____
Grade _____
Teacher's Name _____

Time Ending: :30 (# 0-3)

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 1:00

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 1:30

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 2:00

	Program	Self	Others	Messages	Alternatives	Physical
Student Response						
Teacher Stimulus						

Time Ending: 2:30

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 3:00

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 3:30

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 4:00

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 4:30

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

Time Ending: 5:00

	Program	Self	Others	Messages	Alternatives	# Physical
Student Response						
Teacher Stimulus						

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Program _____ Evaluator _____

Grade _____ Class # _____ Date _____

Teacher's name _____ School Name/Location _____

CDP/NARRATIVE FORM

	TEACHER	STUDENT
0:00		
1:00		
2:00		

39

3/80

APPENDIX C: RAW DATA

Teacher's Guide Comments
Discussion Profile Graphs

TEACHER GUIDE QUESTIONNAIRE - "A Crowd of One" (ALONE VS. LONELY)

43

1. Did the program summary provide enough information to prepare you for the television program?

   7 yes, just enough
   1 no, too little

   other/comments:

   1. I am in the habit of doing my own summaries; I thought, however, yours was just about right, especially in length.

2. Do you think the background information section should be included as part of the guide for this series?

   8 yes, it was comprehensive and informative
   ___ no, it was too long and overwhelming
   ___ no, it is not necessary

   other/comments:

   1. Yes. For some teachers this is absolutely necessary! It can be broken down, and used a little each day, or kept together and used all at once.

3. Were the sample discussion questions useful for stimulating class discussion?

   3 yes, they were useful
   2 yes, but there should have been more
   ___ no, they did not stimulate discussion
   ___ no, I did not use these questions

   other/comments:

   4. Yes, they will be

   7. Could have had more depth.

   8. We discussed being alone and loneliness on Tuesday, the questions were most helpful.

4. Were the suggested pre-viewing activities useful to you and your students?

   2 very useful
   5 somewhat useful
   ___ not very useful
   ___ useless
   2 did not use this section

5. Were the suggested post-viewing activities appropriate for this program?

5 yes, I would use these with my class
1 no, I wouldn't have time for these activities
___ no, I didn't like these activities

comments/suggestions:

3. I didn't use all of them.

4. Didn't hold them.

7. Limited time.

6. Are there any questions you would add?

3 yes
2 no

If yes, what are they?

1. I think there are a number of questions both class and teacher could initiate. These would depend upon the class.

3. What member of the "family" was missing? The father.

5. Have you been in similar situations?

8. What suggestions do the students have for their classmates?

7. Are there any questions you would delete?

___ yes
6 no

If yes, what are they?

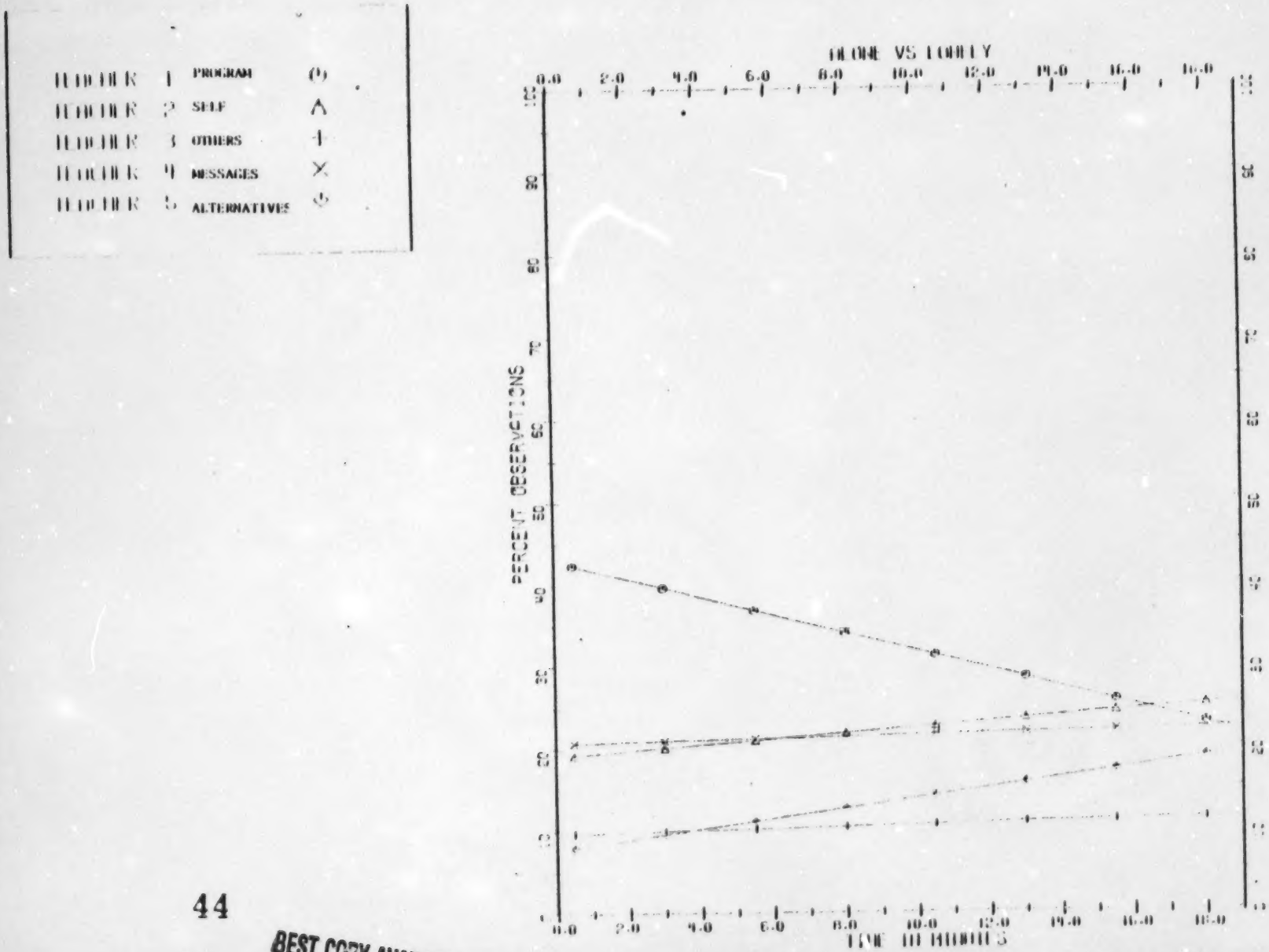
8. Overall, how would you rate the Teacher Guide Materials?

1 excellent
6 good
1 adequate
___ less than adequate
___ poor

suggestions:

1. Keep up the good work.

7. Add some isolation activities. Put one or two students outside the group - in a corner or outside a circle - and then discuss their feelings.



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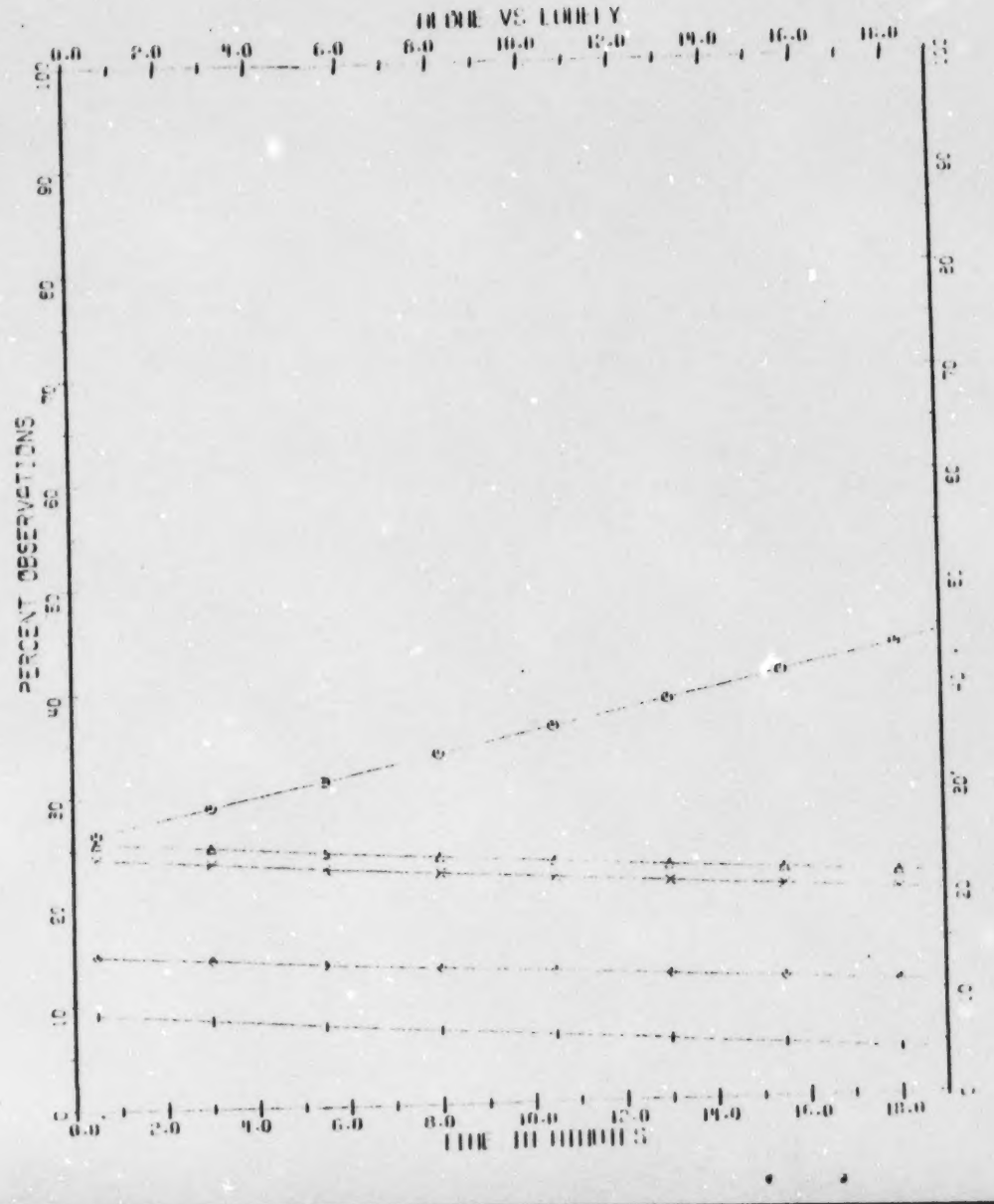

STUDENT 1 PROGRAM
STUDENT 2 SELF
STUDENT 3 OTHERS
STUDENT 4 MESSAGES
STUDENT 5 ALTERNATIVES

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